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small cost. Of course, the slides and films need to be worked out more carefully by experts so that they present the truth rather than fancy, and it may be that this association should undertake some reform in this line. And may I suggest here that every Biblical instructor should become familiar with the running of the machine so that he can either do it himself or instruct some one who will do it for him.

The stereoscope is being used in the Sunday School and home with splendid results, and in some respects it surpasses any other method of seeing the pictures. It is simple and cheap and can be used by teachers where the lantern would be impossible. It also shows the picture with depth that makes the landscape stretch out in a very real and striking way.

The Association at its last meeting appointed a committee on streopticon slides and illustrations which will prepare a list of the valuable slides available in Biblical work and will keep the members of the Association informed from time to time regarding illustrative material.

Every teacher of the Bible should also begin the collection of a museum of antiquities as a means of illustration. It is not difficult to gather a small collection of ancient coins, tablets, pottery, and such things that will add interest to subject presented. Maps, charts and a blackboard are also essential.

MINUTES OF THE MIDDLE WEST SECTION

The Third Annual Conference of the Middle West Section of the Association of Biblical Instructors in American Colleges and Secondary Schools met at the University of Chicago in Haskell Hall, June 18-19, 1920.

Prof. W. C. Wheeler of Washburn College presided and Prof. James Sterenberg of Knox College acted as secretary. Addresses were given by Profs. H. L. Willett, Graham Taylor and F. M. Blanchard of Chicago. Papers were read by Prof. F. B. Oxtoby of Huron College; Prof. Ruby B. Neville of Illinois Women's College; Prof. James Sterenberg of Knox College; Rev. H. L. Moore, Lincoln, Ill., and Prof. W. H. Stearns of McKendree College. Discussions followed.

Officers elected were: President, Prof. Chalmers Martin, of Wooster College, Wooster, Ohio; Vice-President, Prof. F. B.

Oxtoby, of Huron College, Huron, S. D.; Secretary, Prof. W. C. Wheeler, of Washburn College, Topeka, Kan.

Plans were laid for the next meeting at Chicago in June, 1921.

A Committee on Findings presented a significant report, which with brief summaries of some of the papers, is printed below.

Ten points stressed by committee which studied more efficient Bible work:

1. It is vital that Biblical instruction of a thorough and practical sort should be adopted by all universities, colleges and high schools. One hundred colleges have already indicated that they will accept Bible work for one unit of entrance credit and in twenty others action is pending.

2. The cultivation of a greater esprit de corps and of a greater sense of solidarity among Bible teachers is important.

3. We commend the greater sympathy and co-operation appearing between Biblical departments and other college departments.

4. We affirm confidence in the wise use of the historical method in Bible teaching.

5. We urge continued activity of this Association throughout the year; and any organization necessary and possible for greater efficiency. We propose that each state in this Middle West Section shall encourage public school teachers to further the introduction of Bible courses in the High Schools and assist by furnishing speakers on Bible subjects for Round Tables and other general assemblies of teachers.

6. We propose listing of all teachers well equipped for Bible work in colleges and secondary schools and listing of schools where there is call for such teachers that we may attempt to aid both.

7. We approve the efforts to standardize the work of Biblical departments and to define some minimum professional standard for teachers of Bible; and we would co-operate in such efforts so far as our organization permits.

8. We urge larger attendance of Biblical teachers at annual meetings. Schools and colleges should provide all necessary expenses. We authorize formation of a committee to reach every school and college in our section.

9. We suggest a committee or bureau for the furtherance, through publicity and special propaganda of the aims and purposes of the Association.

10. Mindful of the high aim and privilege of Bible teachers to be spiritual powers in their schools and communities, we emphasize their duty to bring students through Bible study to a higher sense of companionship with God and a nobler attitude toward life.

WHAT SUBJECTS ARE NEEDED IN A COLLEGE BIBLE COURSE?

(Prof. R. B. Stevens, Grand Island College, Nebraska.)

The answer to this question will depend largely upon the aim of the course, as for instance, in a denominational school aiming to educate men and women for the ministry and missionary service, it would include evidences, apologetics, theology, homiletics, and possibly Greek and Hebrew. Or it might be possible to have a course to build or defend that particular brand of the faith to which the people who support the college themselves subscribe.

Again, the aim might be to study the history of literature of the Hebrews in the same way and for the same reason that we would study the history or literature of the Egyptians or any other ancient people. The bare facts of the history and the literary value of the Bible would then be emphasized.

Or the whole course might have a devotional purpose. All facts of scholarship would then be subservient to this purpose.

But none of the aims mentioned covers the full purpose of most schools in teaching Bible. The general purpose is to study the Bible for the ultimate purpose of Christian motivation of life.

If this be the aim it is necessary to study it with sympathetic interest. We study the history to get the chronological setting of the struggles of a people to gain spiritual and moral truth. We study their literature to find the actual statement of that truth as the leaders discovered it from time to time. We study the New Testament to find the historical setting for and the statement of God's revelation to men, to find the way that truth was fitted into the conceptions of that day and the effects of that truth upon the world of that time. Then we